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ABSTRACT

The paper cross references test items with curricula used in the Macomb (Illinois) 0-3 Regional Project for rural handicapped and high risk infants and toddlers. The procedure is explained to determine whether the activities a child experiences relate to the test items used at the conclusion of that child's learning period. Three tests (The Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Psychological Development) are cross referenced with core curriculum items. (CL)

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macomb 0-3 regional project

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BABY BUGGY PAPER NO. 62

Cross Referencing: Alpern-Bell, BEEL, and Lights-Hunt with Core Curriculum Items

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Cross-referencing curriculum items with formal test items is a technique to determine whether or not the activities a child experiences relate to the test items which may be used at the end of that child's learning period. In order to determine whether or not the formal test battery used by the Macomb 0-3 Regional Project actually tested the Core Curriculum activities used by the Project staff, the curricular items were cross-referenced with the test items in the test battery. The Alpern-Boll Developmental Profile, the Receptive-Expressive Emergent Language Scale, and the Uzgiris and Hunt Ordinal Scales of Development comprise the formal test battery.

Some curriculum items are not tested by the selected battery. In some cases, items that appear on the test are not cross-referenced with curricular items because the test item represents an earlier (or later) bit of behavior subsumed under a more inclusive behavior; for example, Physical Item #9 Alpern-Boll, which is not referenced, "Does the child take the paper off candy bars or gum or any other wrapped object?" This activity involves the fine motor skill covered in item #4 which is referenced. Perhaps specific behaviors noted in test items, in turn, may be subsumed under a more general curricular activity.

The Core Curriculum items in the Macomb 0-3 Regional Project's program represent the most used goals and activities for children from birth to three. Since the core curriculum items are developmental in nature (though not necessarily arranged in an hierarchical order), all children do not engage in all activities. In addition, other activities are included in curriculum activities for individual children. The Core Curriculum represents the most used goals and activities as determined by examination of the Bi-Yearly Goals for the children who have participated in the Project.

The accompanying cross-referenced material represents specific test items and their relationship to Core Curriculum activities.

Macomb 0-3 Regional Project
May, 1978

Key for Cross-Referencing

Alpern-Boll Developmental Profile

P = Physical
SH = Self Help
S = Social
A = Academic
C = Communication

Receptive-Expressive Emergent Language Scale

R = Receptive
E = Expressive

Macomb 0-3 Regional Project
May, 1978

Alpern-Boll

Physical

Test Item	Description	Core Curriculum Item
1	When child is lying on stomach, he holds head up without support for at least one minute.	Holds head steady and erect.
2	Child can roll from his stomach to his back and back to stomach, without help.	Turns from side to back. Turns from stomach to back. Turns from back to side.
3	Child has a method of getting from one place to another. He creeps (movement on all fours) or crawls (dragging on stomach) in any fashion (except rolling) that permits traveling.	Creeps while flat on stomach. Crawls on hands and knees.
4	When child picks up something, he uses one or two fingers to pick it up. He does not grasp with his whole hand.	Holds small objects with fingers. Manipulates object.
5	Child goes from creeping or sitting position to a standing position. He may use something, but not someone.	Pulls self to standing position. Stands.
7	Child walks up stairs using a wall, railing, or person's hands. He puts both feet on a step.	Walks up stairs.
8	Child walks well enough without support that he is able to walk around the house unwatched without falling or bumping into objects.	Walks forward.
10	Child can pitch, toss, or throw objects at least 3 feet in a direction he wants.	Throws ball.
11	Child goes upstairs taking one stair with each foot. He must alternate going upstairs, but may still put 2 feet on step coming down.	Walks up stairs.
13	When drawing a straight line for the child, he can copy it using a pencil, crayon, or paintbrush.	Makes a mark on paper.
14	Child jumps without falling with both feet together from any object which is at least eight inches off the floor.	Jumps.

Physical, cont.

Test Item	Description	Core Curriculum Item
15	Child can move from place to place by jumping or leaping with two feet together. He must be able to go at least 10 feet in this way.	Jumps.
16	Child uses scissors with one hand to cut paper or cloth. Child can cut rather than tear.	Cuts paper. Makes random cuts in paper.
18	Child walks upstairs and downstairs by placing only one foot on each stair. He may hold railing, but this should not be for balance or support.	Walks downstairs. Walks upstairs.
19	Child throws a ball (any size) to an adult standing five feet away well enough so that adult can catch it without having to move.	Throws ball.

Alpern-Boll

Self-Help

Test Item	Description	Core Curriculum Item
1	Child tries to get objects that are near, but beyond his reach.	Moves toward new object. Reaches for familiar people.
4	Child helps with dressing by holding out his arms for sleeves or his foot for his shoe.	Dress self.
5	Child can drink from a cup or glass with help.	Drink from cup.
7	Child takes off his shoes or socks without help. The shoes may be unfastened before he takes them off. Must be undressing, not just a form of play.	Undresses self.
8	Child uses a cup or glass for drinking without help. He holds it in any manner and with enough skill to allow minimal spilling.	Drinks from cup.
9	Child uses a spoon without help and very little spilling.	Spoon feed.
11	Child takes off his own coat without help when buttons or zippers are undone.	Dress self.
15	The child completely feeds himself using a fork and/or spoon and glass in right way.	Spoon feed.
16	Child puts on his own coat without help. This need not include buttoning coat.	Dress self.
17	The child undoes large buttons, snaps, shoelaces, and zippers.	Undress self.
18	Child puts on his own shoes. He does not have to put them on the right feet or tie or fasten them.	Dress self.
19	Child cares for his own toilet needs without help. This means he must undress, wipe, and dress himself, not fasten back buttons or tie bows.	Toilet training.

Self-Help, cont.

Test Item	Description	Core Curriculum Item
20	Child has no more than one toilet accident per month. This means waking and sleeping and both bladder and bowel accidents.	Toilet training.
22	The child dresses himself completely except for shoelace tying and other difficult fastenings. He must manage shirt buttons, blouse buttons, and zippers.	Dress self.

Alpern-Boll

Social

Test Item	Description	Core Curriculum Item
1	Child shows he wants to have attention paid to him. He reaches, coos, or stops crying when someone holds him or begins to play with him.	Reaches for familiar people.
2	Child babbles or uses other sounds which seem to be attempts to talk with sounds. Crying for bottle or attention does not pass.	Vocalizes spontaneously. Babbles with vocal play (ba-ba-ba). Makes consonant sounds.
3	Child shows negative reactions (anger, refusal, fear, withdrawal) to non-physical painful things such as dislike of food or strangers.	Vocalizes pain or pleasure.
4	Child waves bye-bye at the right times. He may also clap his hands (pat-a-cake) and copy or play with someone.	Plays speech gesture games.
6	Child comes when he is called. He understands and does it at least 25% of the time.	Responds to name.
7	Child keeps himself busy and happy for at least 15 minutes with any of the following: TV, coloring, marking, building, etc. He does this alone or with other children his age. Cannot pass if he needs constant supervision.	Attends to simple task.
8	When told, the child brings something from or takes something to someplace. He must be able to do this through spoken instructions and carry out such orders as "bring it here" or "take it to mommy."	Points to or places objects above, below, front, back, around, through. Follows simple commands of one or two parts.
15	Child shows by asking or gestures the need to go to the toilet. Gestures must be more than jumping. They must show the child is trying to let someone know that he needs to go to the toilet.	Toilet training.

Alpern-Boll

Academic

Test Item	Description	Core Curriculum Item
7	Child can point to at least one body part, either on himself or doll, when asked.	Points to named body parts.
9	Child names or points to at least 20 objects or pictures when they are named for him.	Points to named objects.
10	Child recognizes self in photo.	Identifies self (in mirror or picture).
11	When playing, the child groups things together by color, form, or size.	Classifies objects (color, size, shape, etc.). Reproduces number, direction, and color of pegboard design. Matches like objects.
12	Child copies an up-and-down line in imitation of one drawn by an adult.	Makes a mark on paper.
13	Child uses size words - large, big, little, small often and correctly. Using in a game, e.g., "How big is baby," is not enough.	Points to or places objects above, below, front, back, around, through, etc.
16	Child points correctly to at least two colors when asked. Does not need to name them.	Classifies objects (color, size, shape, etc.).

Alpern-Boll

Communication

Test Item	Description	Core Curriculum Item
1	The child uses vocal noises for play. He must play with sounds, not just gurgle or laugh.	Makes consonant sounds. Vocalizes spontaneously.
2	The child babbles or uses some sounds which show he is imitating words or speech. It is like the child is pretending to talk.	Makes consonant sounds. Babbles with vocal play (ba-ba-ba). Imitates sound play. Vocalizes spontaneously.
3	The child usually looks toward a sound when it begins, such as a person beginning to talk.	Attends to dominant sound. Turns toward source of sound. Looks directly at speaker.
4	Child repeats "words" spoken to him, such as "da-da" or "ma-ma." He may not know what they mean.	Imitates sound play.
6	Child answers an adult's words with gestures, such as waving hand "bye-bye" when an adult says good-bye, shaking head up and down for "yes" and sideways for "no."	Gestures to simple verbal requests. Plays speech gesture games.
7	Child uses some vocal sounds (real words, word-like sounds) to tell what he wants. Crying or whining for something does not rate a pass.	Uses jargon speech. Uses sound for object/person (wa for water, ba for bottle).
8	Child knows the names of at least 5 things (not names of people). The child must use these names himself without help. The words must be said clear enough to be understood by a stranger.	Names familiar objects.
9	The child carries out commands of show, come, go, and get (e.g., child could show where his toes are, go to ma-ma, or get spoon, when asked).	Points to or places objects above, below, front, back, around, through, etc. Follows simple commands of one or two parts.

Communication, cont.

Test Item	Description	Core Curriculum Item
10	Child uses at least 15 different words in the right way.	Names familiar objects.
12	Child puts 2 or more words together to form sentences, e.g., "me go," "you give," "Tom want" will pass. If child runs two words together (really one word to him), that does not pass.	Uses noun phrases. Uses predicate and noun phrases together. Puts words together.
14	Child can name (not repeat) at least 20 things seen in pictures.	Names familiar objects.
15	Child uses at least 50 different words when he speaks. He must use these, not just understand them when spoken.	Names familiar objects.
16	The child sometimes gives his first and last name when asked. The child may not do this all or even most of the time, but must have done it when asked.	Refers to self by first name.
19	The child usually will offer his first and last name when adults ask him for his whole name.	Refers to self by first name.

Receptive-Expressive Emergent Language Scale (REEL)

Receptive

Test Item	Description	Core Curriculum Item
R 1	Startle response to loud, sudden noises.	Startles in response to sudden loud noises.
R 3	Often quieted by a familiar friendly voice.	Reacts positively to soft-toned sounds.
R 4	Frequently gives direct attention to other voices.	Looks directly at speaker.
R 6	Often looks at speaker and responds by smiling.	Looks directly at speaker.
R 7	Responds to speech by looking directly at speaker's face.	Looks directly at speaker. Watches speaker's mouth.
R 8	Regularly localizes speaker with eyes.	Looks directly at speaker. Turns toward source of sound.
R 9	Frequently watches lips and mouth of speaker.	Watches speaker's mouth.
R 10	Turns head deliberately toward the source of the voice.	Turns toward source of sound.
R 13	Regularly localizes source of voice with accuracy.	Turns toward source of sound.
R 14	Recognizes and responds to his own name.	Responds to name.
R 20	Responds with appropriate gestures to such words as "come," "up," "high," "bye-bye," etc.	Gestures to simple verbal requests. Plays speech gesture games.
R 23	Regularly stops activity when his name is called.	Responds to name.
R 24	Appears to recognize the names of some common objects when their names are spoken.	Points to named objects.
R 27	Will sustain interest for up to a full minute in looking at pictures if they are named.	Attends to book (pictures).

Test Item	Description	Core Curriculum Item
R 29	Generally able to listen to speech without being distracted by other sounds.	Attends to dominant sound.
R 30	Often gives toys or other objects to a parent on verbal request.	Follows simple commands of one or two parts.
R 31	Occasionally follows simple commands like "Put that down."	Follows simple commands of one or two parts.
R 33	Responds to rhythmic music by bodily or hand movements in approximate time to music.	Gestures to simple verbal requests.
R 34	Demonstrates understanding by responding with appropriate gestures to several kinds of verbal requests.	Plays speech gesture games.
R 36	Demonstrates understanding by making appropriate verbal responses to some requests, e.g., "Say bye-bye."	Gestures to simple verbal requests. Plays speech gesture games.
R 39	Will sustain interest for 2 or more minutes in looking at pictures if they are named.	Attends to book.
R 40	Demonstrates an understanding by carrying out verbal request to select and bring some familiar object from another room.	Follows simple commands of one of two parts.
R 41	Recognizes and identifies many objects or pictures of objects when they are named.	Points to named object.
R 42	Clearly recognizes names of various parts of body, e.g., hair, mouth, ears, hands, etc.	Points to named body parts.
R 43	Understands simple questions and carries out 2 consecutive directions with a ball or other object.	Follows simple commands of one or two parts.
R 44	Remembers and associates new words by categories (e.g., foods, clothing, animals, etc.).	Classifies objects (color, size, shape, etc.).
R 45	From a single request identifies two or more familiar objects from a group of 4 or more familiar objects.	Points to named object.

Test Item	Description	Core Curriculum Item
R 46	Upon verbal request points to several parts of the body and various items of clothing shown in large pictures.	Points to named body parts.
R 47	Understands appropriate responses to action words (verb forms) as "sit down," "come here," "stop that," etc.	Follows simple commands of one or two parts.
R 48	Demonstrates an understanding of distinctions in personal pronouns (e.g., "Give it to her," "Give it to me.").	Uses pronouns appropriately.
R 49	Follows a series of 2 or 3 very simple, but related commands.	Follows simple commands of one or two parts.
R 51	Recognizes and identifies almost all common objects and pictures of common objects when they are named.	Points to named object.
R 52	Upon verbal request selects an item from a group of 5 or more varied items (such as comb, spoon, etc.).	Points to named object.
R 56	When asked, points to smaller parts of the body (such as chin, elbow, eyebrow).	Points to named body parts.
R 57	Recognizes and identifies general family name categories (e.g., baby, grandma, mother, etc.).	Points to family member on request.
R 60	Recognizes the names and pictures of most common objects.	Points to named object.
R 66	Demonstrates an understanding of prepositions (e.g., on, under, front, behind, etc.)	Points to or places objects above, below, front, back, around, through, etc.

Expressive

Test Item	Description	Core Curriculum Item
E 2	Begins random vocalizing other than crying.	Vocalizes spontaneously.
E 3	Vowel-like sounds similar to "E" and "A" predominate.	Makes vowel-like sound.
E 4	Has a special cry for hunger.	Vocalizes pain or pleasure.
E 5	Sometimes repeats the same syllable while cooing or babbling.	Babbles with vocal play (ba-ba-ba).
E 6	Develops vocal signs of pleasure.	Vocalizes pain or pleasure.
E 7	Occasionally responds to sound stimulation or speech by vocalizing.	Responds to vocal sounds.
E 8	When played with, laughs and uses other vocal expressions of pleasure.	Vocalizes pain or pleasure.
E 11	Babbles (regularly repeats series of sounds, especially when alone).	Babbles with vocal play (ba-ba-ba).
E 12	Often uses sounds like "F," "B," or "M".	Makes consonant sounds.
E 13	Uses vowel-like sounds similar to "O" and "U".	Makes vowel-like sound.
E 14	Expresses anger or displeasure by vocal patterns other than crying.	Vocalizes pain or pleasure.
E 15	Usually stops babbling in response to vocal stimulation, but may occasionally continue babbling for a short time.	Attends to dominant sound.
E 16	Takes the initiative in vocalizing and babbling directly at others.	Vocalizes spontaneously.
E 18	Plays at making sounds and noises while alone or with others.	Vocalizes spontaneously.
E 20	At least half the time responds with vocalizations when called by name.	Responds to name.
E 21	Uses some word-like vocal expressions (appears to be naming some things in his own "language").	Uses jargon speech.
E 22	Occasionally vocalizes in sentence-like utterances without using true words.	Uses jargon speech.

Test Item	Description	Core Curriculum Item
E 23	Plays speech gesture games like "pat-a-cake" or "peek-a-boo."	Plays speech gesture games.
E 26	Often mimics the sounds and number of syllables used in vocal stimulation by others.	Imitates sound play.
E 27	Utterances now contain more consonants than at the 6 month stage.	Makes consonant sounds.
E 30	Often uses jargon (short sentence-like utterances of 4 or more syllables without true words).	Uses jargon speech.
E 31	Usually vocalizes in varied jargon patterns while playing alone.	Uses jargon speech.
E 32	Initiates speech gesture games like "pat-a-cake" or "peek-a-boo."	Plays speech gesture games.
E 33	Occasionally tries to imitate new words.	Repeats simple words.
E 35	Talks to toys and people throughout the day using long verbal patterns.	Talks to self using rhythmic speech pattern.
E 39	Some true words now occur in jargon utterance.	Uses jargon speech.
E 41	More frequent use of consonants like "T," "D," "W," "N," and "H".	Makes consonant sounds.
E 44	Begins repeating words overheard in conversation.	Repeats simple words.
E 49	Begins combining words into simple sentences (like "go bye-bye," "daddy come," etc.).	Uses predicate and noun phrases together.
E 51	Attempts to tell about experiences using a combination of jargon and some true words.	Uses jargon speech.
E 52	Occasionally uses 3-word sentences (such as "There it is," "Play with blocks.").	Uses predicate and noun phrases together.
E 53	Refers to self by using his (her) own name.	Refers to self by first name.
E 55	Usually uses 2 word or 3 word sentences.	Uses noun phrases. Uses predicate and noun phrases together.

Test Item	Description	Core Curriculum Item
E 56	Often uses personal pronouns correctly.	Uses pronouns correctly.
E 59	Refers to self by using a pronoun rather than by his (her) proper name.	Uses pronouns me, my, and mine.